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INTELLIGENCE TECHNIQUES No. 12

15 December 1958 - 16 January 1959

THE COURSE PLAN

I. The Course Objective.

The objective of the Intelligence Techniques Course is to give the student a basic understanding of the nature and purpose of finished intelligence, of the problems inherent in the production of intelligence, and of the techniques and skills required in solving those problems.

II. The Course Methods.

The course will achieve its objective through the media of lectures, demonstrations, group discussions, and oral and written exercises and problems. All phases of the production of intelligence will be related to the various components of the DDI area of the Agency, and each component of the DDI area will be studied as an individual unit and as a part of the whole.

All instruction in the course will be given by the Intelligence Production Faculty, the Deputy Chief of the Intelligence School, and the OCR librarians assigned to the OTR Branch Library.

The class will meet as a whole for lecture and demonstration sessions but will be divided into three sections for group discussion and oral briefings. Each section will be supervised by a single instructor, who will also act as staff adviser for the students in his section.

The work of the students will be evaluated on the basis of performance in three oral briefings and seven written problems. One of the briefings and one of the written problems will constitute the report on the research problem, a project that will run continuously throughout the course and will require about one-quarter of the total course hours. Evaluation of the research problem reports will be appropriately weighed.

III. The Course Problems.

A. Oral Briefings.

1. A five-minute briefing on a scientific or technical subject of intelligence interest. This assignment will be given immediately following a brief lecture on the fundamentals of intelligence briefing.

Document No. 2

NO CHANGE in Class. ☒

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Class. CHANGED TO: TS S C

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The assignment will be related to oral briefing as an intelligence production technique, to the significance of scientific intelligence, and to the mission and function of OSI. The students will choose their subjects and check their selections with their staff advisers to assure appropriateness and to avoid duplication within sections. Six hours are allotted for preparation of this assignment.

2. A ten-minute geographic intelligence briefing. This assignment will be related to the nature and purpose of geographic intelligence, to the Geographic Area of ORR, and to the Photographic Intelligence Center. Each student will be provided with a kit containing a statement of a problem, the information necessary to the solution of the problem, and the maps and charts necessary to the oral presentation of the problem and its solution. Enough individual problems will be prepared to avoid duplication within sections. The student's task will be to solve the problem on the basis of the information provided, to prepare the necessary visual aids, and to plan and present the briefing. This assignment will have been preceded by a lecture on, and a demonstration of, the use of visual aids in briefing. Seven hours are allotted for the preparation of this assignment.

3. A twenty-minute oral presentation of the findings of the research problem (see C.6.a., below).

B. Written Problems.

1. Exercise in Intelligence Writing. In this exercise the students are supplied with a small mass of related but unorganized information and data which they are required to organize, interpret, and report in writing. The assignment is preceded by a brief lecture on the nature and purpose of finished intelligence and by the analysis of a model to which the assignment can be applied. Six hours are allotted for the preparation of this assignment. The staff critique of performance of this assignment is, in effect, an analytical lecture on the principles of intelligence writing. The students' papers are edited and evaluated very critically, with the intent of dispelling any notion of complete competence in writing. The evaluations are recorded, but they are given little weight in the final evaluation of course performance.

2. The Spot Intelligence Item. This assignment is preceded by a lecture on the mission and function of the Office of Current Intelligence and a discussion of the kinds of finished intelligence produced by OCI. Models of spot intelligence items are analyzed, and the students

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are taken through "dry-run" exercises before they are given the problem that will be evaluated. Copies of actual documents are furnished as the basis for the problem. Seven hours are allotted for the preparation of this assignment.

3. The Intelligence Summary Item. This assignment is related not only to OCI production but also to OPR and OSI production. The methodology of the assignment is similar to that of the spot intelligence assignment. Seven hours are allotted for the preparation of this assignment.

4. Rewrite of the Intelligence Summary Item. The product of the preceding assignment is critiqued in considerable detail, and the students are required to do a complete rewrite of the paper. The rewrite involves re-analysis, reorganization, and revision of language. The assignment is related to the substantive coordination phases of intelligence production and to problems of analysis and interpretation. Ten hours are allotted for the preparation of this assignment.

5. The OO-B Report. This assignment is preceded by a lecture on the mission, function, and organization of the Office of Operations, with stress on the Contacts Division. (Other OO Divisions are covered in connection with the research problem.) Models of OO reports are analyzed, and a demonstration interview staged by the instructional staff provides the data for the OO-B report problem. Four hours are allotted for the preparation of this assignment.

6. The Economic Intelligence Memorandum. This assignment is preceded by a lecture on the mission, function, and organization of ORE and on the principles and methods of intelligence research in depth. The various types of OPR reports are examined, and models of the Intelligence Memorandum are analyzed. The students are furnished copies of documents and background information and data as the basis for the written assignment. Seven hours are allotted for the preparation of this assignment.

7. The Research Report. (See C.6.b., below).

C. The Research Problem.

The research problem is so designed that the students gain a basic understanding of the intelligence research process; of the mission, function, and organization of OBI, OCI, OPR, ONI, OO, OR, OSI, and the various DDI staff components; and of the inter-agency liaison and coordination procedures.

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1. The instructional staff has prepared twelve major research problems. These problems are based on published National Intelligence Estimates and are so designed that the solutions will not duplicate work already done. Each problem is broken down into several parts, each part to be a research problem in itself.

2. During the first meeting of the course each student will be asked to indicate his major and minor geographical areas of interest and substantive areas of interest-economic, political, sociological, and the like.

3. During the second meeting of the course each student will receive his research problem assignment. A team of students will be assigned a major research problem, and each member of the team will be assigned a part of the major problem as an individual problem. To the extent possible, assignments will coincide with the students' geographical and substantive areas of interest. Each team will be assigned a staff adviser to guide the work on the problem. Each staff adviser will have four teams under his supervision.

4. During the fourth meeting of the course each team, in conference with a librarian, will work out a request for an Intellofax run on an appropriate part of the team problem. The primary purpose of the Intellofax run is to familiarize the students with the function of the Intellofax system as a research technique. The students will use the material surfaced by the Intellofax run, but finished intelligence and open sources will provide a major part of their source material.

5. Actual work on the research problem will begin on the fourth day of the course. Intellofax tapes will be exploited when they arrive--probably at the beginning of the second week of the course.

6. Both oral and written reports on the research problem will be made.

a. Oral Reports. Each student will give a twenty-minute oral report on his particular part of the team research problem. One member of the team--selected by the team or determined by the original assignment of parts--will include in his report the estimative and predictive findings of the team. Each student performance will be evaluated individually.

b. Written Reports. Each team will submit a brief written report (about 600 words) summarizing the findings of the team research

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problem and providing an annotated bibliography of sources. This report will be an "agreed" paper, but there will be provision for dissent by one or more team members. The general model for this report will be the National Intelligence Estimate. Each team paper will be evaluated as a unit, and each member of the team will receive the same evaluation of performance.

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